

An Analysis of Higher English Teaching Mode for TCM“5+3” under the Background of Innovative Teaching Concept

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ABSTRACT. *With the development of the new teaching concept and the social globalization, TCM has spread all over the world. As an important language tool for spreading TCM, the English teaching in TCM should be attached great importance to in colleges and universities. We should comprehensively promote education modernization era of new requirements, based on the full implementation of fundamental task of the new era mission, continue to deepen reform of undergraduate education and teaching, to speed up the construction of teaching between teachers and students community, vigorously promote the modern information technology and education teaching depth fusion, guide the province's colleges and universities actively explore the reform of curriculum innovation, speed up the implementation by teachers "teaching as the centre" to "learning centred" teaching idea transformation, makes the Jilin "gold classroom".*

KEYWORDS: *Innovative Teaching Concept; English for TCM; Teaching mode*

1. Introduction

The teaching goal of college English is to cultivate students' understanding of English on the basis of imparting knowledge and comprehensive application of language to improve the overall level of national English to adapt to our society. The need for development and international exchange, at present, there are still many disadvantages in English teaching in China. No matter in which age group of students, its contact with the teaching mode, teachers and students. Department and teaching resources still apply the traditional model, English education reform is urgent.

2. Problems in the current English teaching model of traditional Chinese medicine

At present, the TCM English teaching has been basically popularized in TCM

colleges and universities all over the country. Some comprehensive universities and foreign language colleges have also opened the TCM English courses. However, TCM English is still a new subject with a short development time. Many schools have not yet formed effective teaching modes, and have not yet realized the uniqueness of TCM English courses. There are still many disadvantages in the existing teaching modes. The course "English for Traditional Chinese Medicine" is mainly aimed at English majors and Chinese medicine international exchange students. Through the study of Basic English in freshmen and sophomores, students have transitioned from junior to professional English in TCM English. Through the follow-up observation of the teaching, the author finds that the teaching effect of TCM English in our school is not very satisfactory. The main reason lies in the "double obstacles in their language and thinking" caused by the current teaching mode of TCM English, namely "double obstacles in their expression and understanding", which are manifested in students' inability to listen, speak, understand, express and innovate[1].

2.1 Intrusion-based teaching

Most of the teaching methods used in the TCM English classes are the method of lectures, especially in the vocabulary teaching. Teachers cannot innovate the teaching methods, but directly instill puzzling words into students, so that students can memorize them by rote. In some schools, TCM English classes are similar to the English reading classes. Teachers look for English articles related to TCM to take students to read and then translate. Teachers dominate the classroom process, and students passively accept the knowledge. The contents of the course are dull and uninteresting. It is not attractive to students, and it is difficult to arouse their enthusiasms for learning[2].

2.2 Lack of the clear learning objectives

There is no difference between the TCM English teaching and the general English teaching in many schools. The basic teaching mode is listening, speaking, reading, writing and translation. The content of the classroom is simple. Besides getting credits, the students have no gains at the end of the course. For students at different stages, schools have not put forward the targeted teaching objectives. Some colleges and universities have only started to offer TCM English as a specialized course in their junior year. However, students at this stage are not interested in TCM English because of the lack of the initial professional edification, or are busy with their internship and job hunting. Teachers do not have clear teaching objectives and students do not have clear learning objectives[3]. Therefore, teachers and students set the ultimate goal of the TCM English learning as to cope with school examinations, which is contrary to the original purpose of opening the TCM English course.

2.3 Divergence in its positioning

TCM English should be a cross-disciplinary combination of TCM and the English linguistics. The TCM English courses are offered in TCM colleges, foreign language schools and some comprehensive universities, but the orientations of the TCM English courses are different in different institutions. TCM colleges and universities believe that TCM is the foundation of the subject, so they focus on the teaching of the TCM knowledge, and have little requirement for English. Foreign language schools and universities focus on the English teaching, taking TCM as one of the directions of students' employment, and only in their junior or senior years can they teach some knowledge of TCM. Whether TCM English is the main course or English or both are equally important, different schools have different opinions. The divergence in the orientation of the TCM English course leads to the divergence of the teaching objectives and the orientation of students' training. Therefore, the positioning deviation of the teaching objectives and the problems of the teaching modes lead to unsatisfactory teaching results, which are mainly manifested in the following two aspects. On the one hand, the language knowledge is inadequate, with the unskilled language skills, and students' difficulty in communicating the essence of the traditional Chinese medicine theories through the language. Although many students have passed CET-4 and CET-6, they are unable to communicate with each other in the daily conversation or even to read articles fluently and answer classroom questions in English. On the other hand, students are not good at thinking, with a lack of critical thinking ability, and they do not understand the differences between Chinese and western thinking and the relationship between the foreign language thinking and the native language thinking, thus it is difficult to accurately transform and disseminate the meanings of the TCM concepts[4].

2.4 Lack of the international vision

Under the influence of the globalization, TCM has stepped into the world step by step and occupied a place in the field of the world medicine. At present, our English teaching of TCM has not yet realized this point, and the promotion of the internationalization of TCM has not been taken as one of the teaching objectives in the classroom teaching. The orientation of TCM English in schools is narrow, limited by the development of the TCM researches in China and neglecting the demand of TCM abroad. Therefore, there is little difference between the TCM English course and the Basic English course in many schools, with little communication with foreign countries. Some teachers think that the traditional Chinese medicine has not been carried forward and inherited well in China, so it is imperative that students learn Chinese medicine well, and foreign medical circles are dominated by western medicine, so why asking for no fun? Some students also think that they will not go abroad for the medical treatment in the future, so it is absolutely unnecessary to study this course[5].

3. Combining with the training objectives of professional talent explains the ideas and measures of teaching innovation of this course

The college English course starts from the "school-based position" and aims to cultivate talents who meet the needs of diverse society and have a certain English foundation. Our school's development has always been to follow the law of higher education and talent developing mode, in the school of Chinese medicine is based on traditional disciplines, combination of running school orientation, training goal, always adhere to the regional economic and social development by service need as the guidance, to promote the internationalization of Chinese medicine and dissemination of culture of Chinese medicine for the purpose, in accordance with the "thick foundation, wide caliber, skills, personality" the general requirements of training goal, constantly strengthening the connotation construction, deepening the personnel training mode reform and innovation, form a culture "has a solid language foundation and a certain cultural knowledge of traditional Chinese medicine" of professional talents as the goal of public basic characteristics. Concrete through the college English course learning to cultivate the students' English application ability, strengthening the consciousness of cross-cultural communication and interpersonal skills, ability of autonomic learning and development, improve the comprehensive cultural quality, make them in learning, life, social interaction, and can use English effectively in future work, to meet the needs of the development of the state, society, school and individual. Talents who can use English to conduct foreign affairs, translation and other work in the fields of traditional Chinese medicine education, scientific research, cultural communication and exchange.

Based on such training objectives, the teaching and research group not only improves the quality of English courses, but also integrates with the construction of English courses and establishes the linkage mechanism of "golden course". Teaching emphasized the centreline of the English learning offline class depth fusion hybrid classroom teaching mode, effectively promote the general class teaching mode, practice teaching and innovative reform of course system, embodied in the classroom design of teaching aim, teaching content, teaching process, teaching methods and evaluation methods of the overall system thinking, and integrated into the course of teaching in class education concept, strengthen the effect of its synthetic counterparts.

Before teaching, the teacher reintegrates and updates the knowledge and extracts the high-level knowledge points for key analysis. For the knowledge that students can learn by themselves, the mode of independent learning under the guidance of teachers is adopted in the form of micro-class, MOOC and various intelligent classroom network platforms, so as to fully mobilize the internal driving force of students' learning. Teachers pay attention to take the student as the main body in the process of teaching, teachers as the leading design concept, try to arrange some challenging class activities (mainly, ACTIVE, SQ3R, PWP and reading mode) to mobilize students, let students to participate in teaching activities, the real experience of English class lively and charm, at the end of the lecture, the teacher multi-dimensional information collection, elasticity of formative assessment and

summative assessment and evaluation; The knowledge, skills, sexual and emotional goals, have corresponding assessment method (such as standardized tests, reports, assignments and reading the report file, the practice of language application, project scheme, etc.) and specific standards, can effectively stimulate and maintain students' active learning motivation, and finally, the teachers teaching evaluation direction is clear, standard, to tips, guide and supervise students. Meanwhile, teachers provide students with effective learning resources (teaching video, reading text, discussion space, etc.) and design targeted academic guidance to help students achieve the expected learning results. In order to effectively realize the teaching concept of intelligent classroom, teachers emphasize effectiveness orientation in the teaching process: Advocate "is an organic whole" (learning - using integrated) the teaching idea, the input and output, puts forward the driver selective learning hypothesis, input hypothesis and output hypothesis, and the theoretical basis, to build the "drive (motivating) a cause (enabling) assessment (assessing)" of the classroom teaching process, adhere to the effective guidance, social demand docking, guarantee the teaching effect, to cultivate college students' future development required of knowledge, ability and quality.

4. The construction of multi-dimensional teaching model

College English teaching should be carried out from various aspects. In order to develop students' language skills from multiple perspectives, fully mobilize students' own potential, and cultivate students' independence and autonomy, only rely on the classroom teaching falls far short of this goal. Therefore, we should implement the teaching from many aspects and adopt various forms to achieve the teaching objectives. In order to cultivate students, the main teaching mode adopted by China University of geosciences is: classroom explanation + teaching interaction; Network learning + language practice; Students' Learning + teacher guidance; Extracurricular English activities + teachers' participation in tutoring.

4.1 Classroom explanation + teaching interaction

The most prominent features of successful foreign language classroom teaching are as follows: first, teachers conduct proper monitoring of the classroom rather than complete control, so as to help students. Provide more innovative activities, so that students and teachers can enjoy more free space, change the teachers explain, ask questions, students record, answer the stiffness to create a relaxed atmosphere conducive to learning for students. Second, all students are actively involved throughout, and teachers can take steps to change the classroom environment and design.

Different ways of activities and other measures to mobilize students' enthusiasm, change the passive learning to active learning; Carry out diversified teaching activities with students as the centre; To attract students participate actively, inspire students' thinking through interaction, and promote the transformation of students' knowledge and thinking structure; Using interactive teaching methods, in the interaction and thinking over.

During the program, we emphasize the development of colourful and multi-angle teaching activities to ensure students' initiative and creativity in learning. The role of a teacher in classroom teaching

First of all, just like an actor, he makes use of the rhythm, expression and writing of various languages. With the help of the electronic teaching plan, he clearly interprets the content of each lesson. When organizing classroom activities, a teacher is like a director, who guides students to think, understand and practice the acquired knowledge at any time.

4.2 Online learning + language practice

While changing the teaching mode of college English classroom to "teacher-centred" and "student-centred", we should make full use of multimedia network technology and guidance. A series of methods, such as learning strategies, strengthening the spirit of cooperation, are used to establish a student-centred independent learning system, and to impart general language knowledge and language ability. The cultivation of independent learning ability is combined organically. To make full use of multimedia classroom, voice laboratory, targeted "fine listening" training, let the students grasp the characteristics of pronunciation, intonation and flow of English language, and master certain listening skills. In addition, we should pay attention to adjust the rhythm of activities, teachers should pay attention to the appropriate foreshadowing to point and direct, to play an auxiliary and leading role. In addition, it is necessary to detect and diagnose problems in time and correct them in time to help students control their own learning process, so that students get a sense of achievement, enhance self-confidence.

4.3 Students' independent learning + teacher guidance

The essence of independent learning is that learners master self-determination of learning objectives, making learning plans, adjusting learning strategies, selecting learning materials, assessment of learning outcomes and other skills. Teachers in the teaching process, first of all, students to carry out independent learning guidance, to teach students learning methods; To put forward the main learning focus, guide students to take the initiative to discuss and analyze their own problems in learning, and according to their own needs, use a variety of means to supplement and improve what they have learned knowledge, not just blindly complete the teacher assigned before class preview, review after class and other tasks. Using the language room network system, select excellent English language programs, simple English reading materials and synchronized language training provide conditions for students to play the main role in the learning process. Sound of multimedia courseware the integrated interface of sound, image, text and animation increases students' sensory stimulation, making teaching become visualized, three-dimensional and vivid and improving students' learning interest and efficiency.

4.4 Extracurricular English activities + teachers' participation in tutoring

In order to ensure the continuous improvement of students' English proficiency and skills, we should carry out a variety of extracurricular learning activities. For example, the second class is a good choice. The second class is the continuation and important supplement of classroom teaching, especially in the case of insufficient classroom hours and uneven quality of students, we need to strengthen the second classroom guidance and practical role. Classroom teaching cannot solve all problems, especially language learning, which needs to be done step by step. Therefore, to guide and help students to accumulate extremely participates in the extracurricular activity, as the classroom teaching beneficial supplement; Good extracurricular learning atmosphere is also not to be ignored, and teachers create such an atmosphere for students play a key role. With the correct guidance and help of teachers, students can actively, seriously and consciously participate in extracurricular learning for a long time. For example, assist students to drive show various speeches, debates and salon activities, suggest and supervise them to carry out daily exercises around them, or use English songs, humorous stories, literature and sports such popular forms make students feel that English is around, learning English is happy.

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